



House of Representatives

File No. 789

General Assembly

January Session, 2017

(Reprint of File No. 458)

House Bill No. 7205
As Amended by House Amendment
Schedule "A"

Approved by the Legislative Commissioner
May 22, 2017

AN ACT CONCERNING EARLY LITERACY.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-145r of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2017*):

3 For the school year commencing July 1, 2014, and biennially
4 thereafter, the local or regional board of education that employs a
5 certified individual who holds an initial, provisional or professional
6 educator certificate with an early childhood nursery through grade
7 three or an elementary endorsement in a position requiring such an
8 endorsement in kindergarten to grade three, inclusive, shall require
9 each such certified individual to take a survey on reading instruction,
10 developed by the Department of Education that is based on the
11 reading instruction examination approved by the State Board of
12 Education on April 1, 2009, or a comparable reading instruction
13 examination with minimum standards that are equivalent to the
14 examination approved by the State Board of Education on April 1,
15 2009. The department shall design such survey in a manner that

16 identifies the strengths and weaknesses of such certified individuals in
17 reading instruction practices and knowledge on an individual, school
18 and district level. Such survey shall be administered at no financial
19 cost to such certified individual, [and in a manner that protects the
20 anonymity of such certified individual.] The results of such survey
21 shall be confidential and shall not be included as part of any
22 summative ratings for performance evaluations, conducted pursuant
23 to section 10-151b, and not be subject to disclosure under the Freedom
24 of Information Act, as defined in section 1-200, [. Such results shall be]
25 except such results shall be (1) distributed to such certified individual
26 and the supervisor of such certified individual who is responsible for
27 designing and facilitating the program of professional development
28 conducted pursuant to section 10-148b for such certified individual,
29 and (2) used for the purpose of improving reading instruction by
30 developing student learning objectives and teacher practice goals that
31 will be included in the professional development conducted pursuant
32 to section 10-148b for such certified individuals.

33 Sec. 2. (NEW) (*Effective July 1, 2017*) (a) The Department of
34 Education shall, within available appropriations, establish a reading
35 readiness program that provides tiered supports in early literacy to
36 each school district designated as an alliance district, pursuant to
37 section 10-262u of the general statutes, and each school participating in
38 the commissioner's network of schools, pursuant to section 10-223h of
39 the general statutes. The department shall conduct an assessment of
40 the reading readiness of students enrolled in kindergarten to grade
41 three, inclusive, for each such school and school district. Such reading
42 readiness assessment shall consider any combination of the following:
43 (1) Whether such school or school district has developed and is
44 implementing a multiyear plan and allocated resources specifically for
45 early literacy in kindergarten to grade three, inclusive, (2) whether
46 teachers and administrators have received training regarding the
47 science of teaching reading, and the extent to which teachers and
48 administrators have completed the program of professional
49 development in scientifically based reading research and instruction,

50 pursuant to section 10-148b of the general statutes, (3) the level of
51 access to external coaches in literacy, and (4) whether there is reading
52 intervention staff embedded at such school or in the school district.

53 (b) The department shall identify the early literacy needs of each
54 school and school district described in subsection (a) of this section
55 based on the results of the reading readiness assessment conducted
56 pursuant to said subsection (a), and provide tiered supports in early
57 literacy as follows:

58 (1) Tier one universal supports shall be provided to each such
59 school district that is an educational reform district, as defined in
60 section 10-262u of the general statutes, and include online professional
61 development modules aligned with the reading instruction survey, as
62 described in section 10-145r of the general statutes, as amended by this
63 act, and other literacy modules and programs available in the state;

64 (2) Tier two targeted supports shall include (A) a two-year program
65 of literacy leadership training for certain teachers and administrators,
66 (B) targeted professional development, in accordance with the
67 provisions of section 10-148b of the general statutes, using the results
68 of the reading instruction survey, as described in section 10-145r of the
69 general statutes, as amended by this act, and (C) external coaching
70 support using funding received pursuant to section 10-223h or 10-262u
71 of the general statutes; and

72 (3) Tier three intensive supports shall include multiyear support
73 from the department and a commitment from such school or school
74 district, that includes, but need not be limited to, (A) the use of
75 funding received pursuant to section 10-262u of the general statutes to
76 support an early literacy program for students enrolled in
77 kindergarten to grade three, inclusive, (B) technical support in the
78 drafting and submission of alliance district reading plans, as described
79 in section 10-262u of the general statutes, (C) identifying and
80 embedding dedicated literacy coaches and reading interventionists,
81 (D) targeted and intensive professional development, and (E) funds for

82 assessment and instructional materials.

83 (c) Any tiered supports in early literacy provided under this section
84 shall be aligned with any turnaround plan, developed pursuant to
85 section 10-223h of the general statutes, or alliance district plan,
86 developed pursuant to section 10-262u of the general statutes, as
87 applicable.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2017</i>	10-145r
Sec. 2	<i>July 1, 2017</i>	New section

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact: None

Municipal Impact:

Municipalities	Effect	FY 18 \$	FY 19 \$
Various Local and Regional School Districts	Cost	Potential	Potential

Explanation

The bill results in a potential cost to alliance districts or commissioner's network schools as it requires alliance district or commissioner's network funding to be used to achieve the various supports in early childhood literacy. Without additional funding, this requirement will result in a reallocation of alliance district and commissioner's network funds within each district from projects or programs currently being funded, which could result in an additional cost to various local and regional school districts.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to the reallocation of funding within a certain district.

OLR Bill Analysis**HB 7205 (as amended by House "A")******AN ACT CONCERNING EARLY LITERACY.*****SUMMARY**

This bill requires the State Department of Education (SDE) to establish a reading readiness program, within available appropriations. The program must provide three tiers of support in early literacy to each school district designated as an alliance district and each school in the commissioner's network of schools. It requires SDE to (1) determine the reading readiness of each participating school and school district by considering a combination of factors stated in the bill and (2) provide literacy supports based on each school or district's reading readiness. The bill does not set a date for SDE to establish this program.

The bill requires the alignment of tiered literacy supports with the improvement plan developed for the network school or alliance district under either of those programs (see BACKGROUND). (It is not clear how the literacy supports can align with existing plans, whether commissioner's network or alliance district, if the plans do not already include the same types of literacy supports.)

The bill also specifically requires the results of literacy surveys, which must be taken by all teachers in positions requiring endorsements in (1) early childhood nursery through grade three or (2) elementary education, to be distributed to the teacher and the supervisor responsible for designing and facilitating the teacher's professional development. The bill specifies that the survey results be confidential, but it removes a provision of current law that the survey be conducted in a way that protects the teacher's anonymity.

By law and unchanged by the bill, the survey results are not included in the teacher's annual evaluation and are exempt from disclosure under the Freedom of Information Act. A different statute already requires the survey results to be used to develop the teacher's professional development program (see BACKGROUND).

*House Amendment "A" (1) adds the provision that the teacher reading instruction survey results must be confidential, (2) narrows the reading readiness program to only apply to alliance districts and commissioner's network schools, (3) specifies the program is subject to available appropriations, (4) specifies the reading readiness assessment must be done for students in kindergarten through third grade, and (5) removes the specific requirements in the original bill (File 458) that (a) tier 1 supports are provided to all schools and (b) tier 2 and 3 supports are provided to schools and districts with an identified need.

EFFECTIVE DATE: July 1, 2017

READING READINESS PROGRAM

Factors in Determining Reading Readiness

Under the bill, SDE must conduct an assessment of the reading readiness of kindergarten through third grade students at each school and school district by considering any combination of the following:

1. whether the school or district has developed and is implementing a multiyear plan and allocated resources specifically for kindergarten through third grade early literacy;
2. whether teachers and administrators have received training in the science of teaching reading, and the extent to which teachers and administrators have completed an SDE-designed program of professional development in scientifically-based reading research and instruction;
3. the level of access to external literacy coaches; and
4. whether there is reading intervention staff within the school or

district.

Tiered Supports in Literacy

Under the bill, SDE must (1) identify the early literacy needs of each school or school district in the program based on the results of the assessment the bill requires and (2) provide tiered supports for literacy. The three tiers to be provided are as follows:

Tier 1: universal supports to all 10 educational reform districts (the 10 lowest performing districts in the state), including online professional development modules aligned with the reading instruction survey, mentioned above, and other literacy modules and programs available in the state;

Tier 2: targeted supports including (a) a two-year program of literacy leadership training for certain teachers and administrators, (b) targeted professional development in accordance with an SDE-designed reading instruction program using the results of the reading instruction survey, and (c) external coaching support using alliance district or commissioner's network funding; and

Tier 3: intensive supports including multiyear SDE support and school or district commitment including (a) the use of alliance district funding to support a kindergarten through third grade early literacy program, (b) technical support in the drafting and submission of alliance district reading plans, (c) identifying and including dedicated literacy coaches and reading interventionists, (d) targeted and intensive professional development, and (e) funds for assessment and instructional materials.

The tiered literacy supports must be aligned, as appropriate, with the plan developed for that school or district under either the commissioner network program or the alliance district program.

BACKGROUND

Reading Survey and Professional Development

By law, any certified teacher required to complete the reading

instruction survey must have a program of professional development designed using the results of the survey, in accordance with the conditions set in CGS § 10-145r (CGS § 10-148b).

Commissioner's Network of Schools and Alliance Districts

These are two SDE programs aimed at providing state interventions in low performing schools and districts. The commissioner's network is for individual schools struggling to improve student achievement. The alliance districts are the 30 lowest performing school districts in the state. Alliance district schools must receive SDE approval for an improvement plan before they can receive any additional education cost sharing dollars beyond the level they received in 2012.

COMMITTEE ACTION

Education Committee

Joint Favorable

Yea 34 Nay 0 (03/20/2017)